

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☒ Middle ☐ High ☐ K-12

Name of Principal Mrs. Kathleen A. Wright

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Simon the Apostle

(As it should appear in the official records)

School Mailing Address 8155 Oaklandon Road

(If address is P.O. Box, also include street address)

Indianapolis

City

IN

State

46236 – 8578

Zip Code+4 (9 digits total)

County: Marion _____ School Code Number* C665

Telephone (317)826-6000

Fax _____ (317) 826-6020

Website/URL www.saintsimon.org

E-mail kwright@saintsimon.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Annette "Mickey" Lentz

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. (317) 236-6030

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Mary Wasky

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ NA TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	34	28	62	7	38	35	73
K	45	31	76	8	33	41	74
1	49	26	75	9			
2	41	34	75	10			
3	38	37	75	11			
4	34	43	77	12			
5	44	31	75	Other			
6	38	38	76				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							738

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>97.2</u> | % White |
| <u>0.4</u> | % Black or African American |
| <u>0.4</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2.16 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1 (same as in #5 above)	738
(5)	Subtotal in row (3) divided by total in row (4)	.0216
(6)	Amount in row (5) multiplied by 100	2.16

8. Limited English Proficient students in the school: 0
0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7}{50}$ %
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>17</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>11</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>35</u>	<u>6</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>7</u>	<u>4</u>
Total number	<u>50</u>	<u>12</u>

12. Average school student-“classroom teacher” ratio: 19.4
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96.86%	96.26%	96.75%	96.32%	96.89%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	15%	10%	10%	10%	20%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Summary of St. Simon the Apostle School

Saint Simon the Apostle School is a fully accredited, Catholic elementary school located in Indianapolis, Indiana. The school opened its doors at 8400 East Roy Road in September of 1961 with an enrollment of over five hundred students. The enrollment continued to increase until the 1980's when many of the surrounding factories and businesses succumbed to the economic difficulties of the time.

A drastic decrease in enrollment and a deteriorating building led to discussions of a new church and school to be located approximately six miles north of the original site. The new facilities located at 8155 Oaklandon Road opened in September of 1997. The new school houses thirty-one classrooms, a library/reading room, two computer labs, a gymnasium and cafeteria. It is a member of the East Deanery of the Archdiocese of Indianapolis and accredited by the State of Indiana.

St. Simon the Apostle has a rich tradition of quality Catholic education and high expectations for students to excel both academically and spiritually. This ongoing development of the complete child empowers students to leave St. Simon with a solid, foundational knowledge of their God-given talents. The St. Simon the Apostle Mission Statement proclaims, "We, the Saint Simon the Apostle School Community, are dedicated to supporting families in fostering our Catholic faith. We uphold the highest academic standards. Our curriculum presents opportunities for students to develop spiritually, intellectually, emotionally, physically and creatively as they grow to reach fulfillment as lifelong learners." The school mission is exemplified through the actions of students and staff on a daily basis. All St. Simon students participate in numerous volunteer opportunities including visiting residents in nursing homes, providing food for the less fortunate, and tutoring students from the inner city schools. It is through living your faith that a person truly becomes a steward of God's gifts.

The current enrollment of St. Simon the Apostle school is 738 students in grades Pre-K through eight. Ninety-seven percent of St. Simon the Apostles' students are Caucasian and the remaining three percent of students are African American, Asian and Hispanic. Fifty-three percent of the students are female and forty-seven percent are male. Students at St. Simon are drawn almost entirely from the parish. Data from a recent parent survey indicated that ninety-six percent of the students come from two parent households and are in the middle to upper class income range.

Students in Pre-K through grade five are in self-contained classrooms, while grades six through eight are in a middle school setting with content area teachers for English/language arts, science, social studies, religion, Spanish, and math. Students also receive instruction in technology, art, music, and physical education. Spanish and library are offered weekly to students in Kindergarten through fifth. Students in grades seven and eight participate in daily Spanish instruction.

Most of St. Simon students continue in Catholic education by attending local Catholic high schools. Feedback from these high schools confirms a large percentage of St. Simon graduates achieve at a high level of success and partake in advanced coursework. A survey of former students indicated St. Simon students feel extremely well prepared for high school courses, especially Spanish and science.

The administration consists of a principal and an assistant principal. A leadership team of seven master teachers assists administrators as curriculum coaches and professional development facilitators. There are 35 full time licensed and six part-time teachers on staff. St. Simon teachers follow the Indiana Academic Standards and curricula from the Archdiocese of Indianapolis. There are three instructional assistant positions to help in the Pre-K through second grade classrooms. Two full time resource teachers and a social worker are available to support our students' special needs.

The governing body of St. Simon the Apostle school is the School Commission. The School Commission is involved in the development of goals and yearly objectives. They formulate policies, approve the educational budget, assist with the development of school goals, receive and communicate reports and insure that local, state and Archdiocesan policies are implemented and followed. The commission is charged with the establishment of the tuition fees.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Standardized Test Results Show High Achieving Students

St. Simon School administers the state-mandated test, the Indiana State Test of Educational Progress (ISTEP+.) One hundred percent of the students in grades three through eight are tested with no pupil being excluded. The ISTEP+ test was administered only to grades three, six and eight prior to 2003, but is now administered to all students in grades three through eight. ISTEP+ measures basic skills in reading, writing and mathematics based upon the Indiana Academic Standards. Three categories of student achievement are identified from ISTEP+: Pass+, Pass, and Did Not Pass. To achieve the Pass+ designation, students must demonstrate exemplary academic performance on the standards. Students performing in the Pass category show solid academic performance. Data from sub-groups has been excluded since no cultural or economic groups that are statistically significant exist.

Complete scores for ISTEP+ testing for 2004 have not yet been made available by the state. Scores for students in grades three, six and eight were recently received and demonstrate success for St. Simon students. Test scores for grades four, five and seven will be released in February. An analysis of data from the past five years indicates St. Simon students perform extremely well on the ISTEP+ test. An overwhelming ninety-eight percent of St. Simon students passed ISTEP+ in 2003. Ninety-five percent of third grade students passed the language arts and ninety-six percent passed math. One hundred percent of sixth graders passed the language arts and mathematics, while ninety-nine percent of eighth grade students passed both language arts and math. St. Simon students in grades three, six and eight have ranked above the ninety-fifth percentile for the past three years. This data indicates that St. Simon student achievement is in the forefront of all other Indiana public and private schools.

Assessment data was obtained from ISTEP+ reports sent to the school and from the Indiana Department of Education's website (www.doe.state.in.us). Verification was given through the Indiana Department of Education and the Indianapolis Office of Catholic Education that the 2003 and 2004 test results would place St. Simon in the top ten percent of schools passing the state test. Data tables and charts shown in the appendix indicate superior scores of St. Simon the Apostle School compared to the state averages. Test data indicates high achieving students and an exemplary education.

Additional assessment data is acquired from the Terra Nova test. St. Simon students have taken Terra Nova in 2003 and 2004. Prior to CTBS, students were evaluated with the IOWA Test of Basic Skills. Evaluation of norm-referenced test data provides yet another source of measurement of student achievement.

2. Assessment Data Leads to Improved Student and School Performance

St. Simon continually seeks to improve the achievement level of each and every student. Data from standardized assessments, teacher-created tests and daily student work is analyzed and used to monitor student growth and make adjustments in instruction. Every teacher meets once a week in a cluster of multi-grade level groups to evaluate state standards, track student progress and discuss instructional strategies for improved student learning. Teachers are held accountable for monitoring their students' growth and using data to determine specific areas of improvement.

Data helps determine each student's need for additional support and remediation. Teachers work closely with our resource teachers, curriculum coaches and administration to establish individualized plans for students needing further instruction. St. Simon provides targeted tutoring sessions, a summer institute focusing on language arts and math, and after school study groups for all students. Programs such as *Accelerated Math* and *Accelerated Reader* provide a means for meeting all students' learning levels at their own pace. Both programs are computerized and provide reports for instant feedback as to a student's level of mastery. Student progress from both of these programs is monitored throughout the school year and used to determine the level of growth for each student.

As a school, we have set two clearly defined academic goals. All professional development programs and academic decisions are filtered through our school improvement goals. The goals of improving writing across the curriculum and increasing our students' problem solving skills were determined through careful analysis of Terra Nova, ISTEP + and daily assessments.

Data drives instruction. Textbooks and supplementary teaching materials are selected and adopted to match the Indiana Academic Standards. Daily assessments and the constant understanding of the academic standards guide teachers as they make instructional plans and implement strategies for improved student learning.

3. Communication of Student Performance

Communication of student progress is essential. All students take home assignments and tests to share with parents. Students in grades three through eight keep assignment notebooks as a means of helping parents and students track short-term and long-term projects and assessments. Progress reports are sent home every four weeks and report cards are provided every nine weeks. Student grades are monitored through the use of electronic grade books. Academic reports are easily generated from the grade books and distributed to students and parents. Parent-teacher conferences are scheduled and held at the conclusion of the first quarter. Follow-up conferences are held as needed.

St. Simon the Apostle school maintains a web site (www.saintsimon.org). The web site contains pertinent information about our school and serves as an electronic link to our community. The contents of the web site are updated regularly. Communication via email is frequently used as well.

A school newsletter is published biweekly. The newsletter highlights student and staff achievements including, academic competitions, special awards and recognition. Classroom teachers also send a weekly newsletter. Notes and email messages between teachers and parents are also used as a means of communicating student progress. Additional information is printed in the weekly parish bulletin.

Assessment data is shared with our community in a variety of ways. The St. Simon web site, Indiana Department of Education website (www.doe.state.in.us), school and classroom newsletters, parent information nights, and local newspapers are just some of the ways student success is articulated to the community. Information regarding student performance is presented to the school commission, parent-faculty organization, staff members and students.

4. Sharing Success with other Schools

St. Simon the Apostle has been blessed with masterful teachers, supportive parents, talented students and a community of faith-filled parishioners. We eagerly invite all visitors to come and see firsthand the beautiful facilities, targeted instruction and engaging learning that transpires on a daily basis. As one of eight schools in the Indianapolis area to be a part of the Milken Family Foundation *Teacher Advancement Program* (TAP), we have opened our doors to many teachers, administrators, student

teachers and university professors. Each visitor is able to witness the dedicated staff that, on a weekly basis, engages in meaningful professional development directly related to our students' needs. St. Simon hosts many different in-services for the Archdiocese of Indianapolis, including computer training sessions and curriculum articulation meetings. Guests who attend in-services and training opportunities at St. Simon are able to learn and extrapolate ideas and strategies that can be transferred to their academic institutions. St. Simon School proudly opens its doors for weekly Masses, academic showcases and athletic events.

St. Simon successes are touted on the school web site, newsletters, local newspapers and parish bulletins. Standardized test results and academic successes are heralded with the greater community and neighboring schools.

St. Simon administrators are involved in many local and state level professional organizations. Administrators are members and participate in *Indiana Principal Leadership Academy*, *Indiana Computer Educators* group, East Deanery Principal cadre, *Indiana Association of School Principals*, and other national organizations. Each of these venues allows St. Simon administrators to engage in powerful dialogue with other administrators and to share school successes.

St. Simon teachers and students have been blessed with talents and gifts from God and look forward to continually sharing these blessings with others. Being a possible *No Child Left Behind Blue Ribbon School* would be a wonderful success to share.

PART V – CURRICULUM AND INSTRUCTION

1. Description of St. Simon Curriculum

The St. Simon curriculum reflects the school mission, values and beliefs regarding how a child learns. It is rich with academic opportunities that are both challenging and rigorous, yet individualized to meet the needs of all students. The curriculum has a spiritual foundation and follows the teachings of the Catholic Church. Academic standards from the state of Indiana and the Archdiocese of Indianapolis are at the core of the curriculum. Learning objectives are taught in a spiral manner and build upon one another from year to year. The curriculum provides real-life experiences that are relevant and personally meaningful to each student. The curriculum is enhanced by academic competitions, guest speakers, and study trips offered in addition to traditional classroom learning. A natural curiosity and love for learning is the ultimate goal.

The math curriculum at St. Simon is a separate entity. However, mathematical concepts are embedded throughout all content areas ensuring students connect mathematics to real-life. Through the adoption of a manipulative-based math textbook series in grades K-5, students explore math concepts from the concrete level progressing to the abstract. Data from standardized test scores and teacher assessments has identified a school-wide need for improving problem solving skills. All teachers have participated in professional development regarding problem-solving strategies and are implementing these concepts in all content areas. Students are frequently asked to meta-cognitively think and write about steps taken to solve a problem. In support of our problem solving initiative, St. Simon students analyze mathematical concepts through the use of a nationally recognized program entitled, Math Pentathlon. Two thirds of the current seventh grade students are enrolled in Pre-Algebra in preparation for taking a high school level Algebra class in eighth grade. All students graduating from St. Simon have completed either Pre-Algebra or Algebra I.

St. Simon language arts curriculum encompasses the skills of reading, spelling, vocabulary, phonics, grammar and the writing process. Recognizing writing as an essential communication tool, St. Simon has a school-wide goal of writing across all curricula. The ISTEP+ Writing rubric is utilized to measure student growth. The Six Traits of writing has been explored and modified to meet the needs of St. Simon. Language conventions and presentation are entrenched in all writing. A variety of resources and programs, including *Four Block*, Multi-sensory phonemic awareness, *Accelerated Reader*, novel studies and the basal reader are utilized in grades Kindergarten through eight.

Hands-on learning is the heart of the lab-based science program. Textbooks are used as a resource, however the majority of learning takes place in an experiential manner. The Outdoor Education Lab provides students with an immediate opportunity to observe and experiment with nature. Additional study trips are taken to local museums, ponds and parks. Students in grades five and seven participate in local and state science fair competitions. As demonstrated by the yearly dissection of a frog by middle school students, St. Simon science curriculum evokes curiosity, a deeper investigation of the scientific method, and critical thinking.

Democracy and civil responsibility are the cornerstones of the social studies curriculum. Eighth grade students discuss controversial issues in society, as well as thoroughly explore the Constitution and rights of all Americans. Participation in the *We The People* academic competition, sponsored by local government officials, allows students to apply their constitutional rights in a debate setting. Eighth grade students culminate their yearlong study with a trip to Washington, D.C. The social studies curriculum also values historical events and their effect on today's society. For example, after studying Indiana history, fourth grade students live the life of a pioneer during a two-day overnight excursion. Practical application and an understanding of government, business ownership and banking are gathered when fifth graders participate in a program called *Exchange City*.

St. Simon is unique in providing its students with Spanish instruction beginning in Kindergarten. Students partake in weekly lessons emphasizing conversational Spanish and cultural awareness. Seventh and eighth grade students have Spanish every day for fifty minutes. The foreign language instructor is from Colombia and teaches all lessons in Spanish.

2. St. Simon Reading Curriculum

St. Simon School has a balanced reading program based on the Indiana Academic and Archdiocesan standards. A basal reader has been adopted as an instructional tool, however other literacy programs and resources complement the textbook. Supplementary resources include *Junior Great Books*, novels, poetry and instructional strategies from the research-based program, *Four Blocks*. *Accelerated Reader*, a computerized reading program, allows students to read at their own level and practice comprehension skills. This exposure to a wide and rich range of literature, along with the support of instruction in the reading process, contributes to student success.

Kindergarten through third grade classes have a two-hour block of time dedicated to reading, spelling, writing, grammar and phonemic awareness. St. Simon primary teachers were selected to participate in a three-year grant from the Tobias Family Foundation entitled, *Literacy for Life*. The initiative focuses upon successful reading and writing practices and allows teachers to attend monthly professional development sessions, have curriculum coaches and receive direct instruction from experts in language arts instruction. Teachers also apply strategies learned in a multi-sensory awareness course taught by a St. Simon teacher. Emphasis on word-attack skills and phonemic awareness allows students additional strategies, as they become better readers. Student reading progress is closely monitored through all of these programs. Individualized reading inventories, the Indiana Grade 1 Reading assessment and running records provide meaningful data and evidence of student growth.

In middle school, basal textbooks and novels are utilized for reading instruction. Students are exposed to diverse pieces of literature and practice critical thinking, comprehension and writing on a daily basis. Exposure to quality literature occurs as students select their own novels to read, as well as examine novels chosen by the teacher. Vocabulary and grammar are also critical components of the reading curriculum. Weekly assessments and the use of *Accelerated Reader* help teachers gauge student progress.

Enrichment opportunities, such as publishing hardbound books, attending and presenting theatrical performances, parent literacy nights and participation in the "Book It" program encourage students to enjoy and discover the love of reading.

3. St. Simon Religion Curriculum

“For where your treasure is, there your heart will be also.” (Matthew 6:21) St. Simon students discover their true gifts and talents through daily service to others. Faith is not learned; it is lived. The St. Simon religion curriculum goes beyond daily religion instruction; it encircles all aspects of students’ lives. A new school-wide theme is selected every year to focus St. Simon students and staff on a common journey. The 2004-05 theme, “Stewards of God’s Gifts,” encourages all community members to share their God-given talents, time and treasure.

The religion curriculum, adopted from the Archdiocese of Indianapolis teaches morality, doctrine and service. Daily prayer, weekly Mass, and internal reflection of God’s word guide the development of the spiritual child. Reading and interpreting the Bible, role playing, cooperative discussion and projects are a few of the instructional techniques used while teaching formalized, religion classes. Students extend their Catholic faith beyond the four walls of a classroom by attending religious retreats, preparing for the sacraments of Reconciliation and Eucharist, and by servicing the less fortunate. In addition, middle school students realize the importance of individual actions and consequences through a program entitled *A Promise to Keep; God’s Gift of Human Sexuality*. This program is sponsored by the Archdiocese of Indianapolis and is facilitated by high school students. Key elements include dealing with negative pressures, consequences of pre-marital sexual relationships, and understanding sexually transmitted diseases. All information is presented within the context of the Catholic faith.

Outreach projects embrace the goal of sharing talents, time and treasure with others. Students partake in various food and clothing drives, missions to assist the needy, and inner city support to students of their same age. St. Simon students visit residents in nursing homes, pray and write to troops overseas, and collect Christmas items for homeless children. It is through living your faith that a person truly becomes a steward of God’s gifts.

St. Simon students in grades three, six and eight are required to participate in a religious assessment survey, entitled Faith 2000. Data from this survey is used to modify religious instruction and evaluate specific needs of each child.

4. Instructional Methods Used to Improve Student Achievement

Each and every student at St. Simon the Apostle school has unique learning styles and needs. To meet the differentiated needs, administration, staff and parents work collaboratively to offer a multitude of ways for students to touch success. Intervention and enrichment options are part of the St. Simon culture.

Kindergarten through third grade students are grouped in heterogeneous classrooms. Assessments and data from classroom activities allow teachers to identify individual learning styles and create fluid and informal groups of students for specific skills and concepts. Grouping arrangements within a classroom consist of whole class, small groups, pairs, and individuals. Each instructional group composition is varied to best accomplish the goal of each lesson.

Beginning in fourth grade, students are placed in leveled math clusters. A specific, mathematical formula is used to calculate placement in each math section. Middle school students are ability-grouped for Pre-Algebra and Algebra. No other curriculum area is ability-grouped.

All St. Simon teachers use a rubric of best teaching strategies to guide their instruction. The rubric is a critical piece of the Teacher Advancement Program, sponsored by the Milken Family Foundation. Expectations include creating lessons to provoke inquiry and exploration, modeling and demonstrating key concepts in a variety of ways, and facilitating activities that sustain student thinking and incorporate technology. Additional expectations include using high level questioning, providing immediate and academically focused feedback, and engaging students in problem solving.

Parent volunteers and instructional assistants regularly assist individual or small groups of students. Supplementary help is given to students from the two resource teachers and during after-school tutoring sessions. Enrichment clubs, such as Student Council, Academic Olympics and Chess club offer students extensions beyond the traditional curriculum.

5. St. Simon Professional Development Program

St. Simon has embarked on a school improvement process through *The North Central Association Commission on Accreditation and School Improvement* (NCA). This process relies heavily on student achievement scores and goal setting. In the first year of this process, school goals were identified through triangulation of data. Improving writing applications and problem solving across the curriculum were recognized as St. Simon's two academic goals. All professional development is aligned with these two academic goals. Specific programs and initiatives providing professional development include *The Teacher Advancement Program* and *Literacy for Life*.

The Milken Family Foundation's *Teacher Advancement Program* (TAP) fosters school improvement through on-going professional development. Teachers belong to professional learning communities in which collegiality is valued and best practices are explored. These professional learning communities, known as clusters, consist of teachers from multiple grade levels. Clusters meet weekly for approximately ninety minutes. The focus of each cluster meeting revolves around teachers evaluating and interpreting student data. From the data, student weaknesses are identified and new instructional strategies are developed. Application of new learning in the classroom is monitored by the Master and Mentor teachers through modeling, coaching and co-teaching. Student data validates the effectiveness or ineffectiveness of the instructional strategy. Individual growth plans are created and implemented by all staff members. Goals are measurable, ongoing and tied to students' academic needs.

Literacy for Life, sponsored by the Tobias Family Foundation, is a comprehensive literacy program based on best practices and brain research related to learning. Primary teachers attend monthly meetings and receive direct classroom support from experts in language arts instruction. Literacy for Life coaches facilitate ongoing, on-site professional development trainings. During the three-year grant, students in Kindergarten, first and second grade are assessed and data is analyzed to determine student growth. This data follows each student from grade to grade.

During the 2003-04 school year, St. Simon teachers completed over 4,651 hours of professional development. This assertive and purposeful commitment to improving the art of teaching is reflected in the high marks our students receive on the state standardized testing assessments.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): National Catholic Education Association, Indiana Non-Public Education Association

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes x No

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$3,674 K	\$3,674 1 st	\$3,674 2 nd	\$3,674 3 rd	\$3,674 4 th	\$3,674 5 th
\$3,674 6 th	\$3,674 7 th	\$3,674 8 th	\$ <u> </u> 9 th	\$ <u> </u> 10 th	\$ <u> </u> 11 th
\$ <u> </u> 12 th	\$2,134 (half-day K) \$1,551 (Pre-K) Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 3,517
5. What is the average financial aid per student? \$ 0
6. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? 0.01 %
7. What percentage of the student body receives
scholarship assistance, including tuition reduction? 0.03 %

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grade 3 - Language Arts ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2003 Publisher- CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	September
ST. SIMON SCHOOL SCORES					
Total Percent Passing	92%	95%	92%	92%	85%
% Pass +	33%	30%	17%	N/A	N/A
% Pass	59%	64%	75%	N/A	N/A
Students Below Standard (Did not pass)	8%	5%	8%	8%	15%
Number of Students Tested	75	76	76	75	75
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%	0%	0%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	76%	75%	73%	67%	65%
Students Below Standard (Did not pass)	24%	25%	27%	33%	35%
<i>* ISTEP+ scores were not reported in leveled categories until 2002-03.</i>					

Grade 3 - Math ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2003 Publisher- CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	September
ST. SIMON SCHOOL SCORES					
Total Percent Passing	99%	96%	80%	85%	89%
% Pass +	33%	37%	9%	N/A	N/A
% Pass	65%	59%	71%	N/A	N/A
Students Below Standard (Did not pass)	1%	4%	20%	15%	11%
Number of Students Tested	75	76	76	75	75
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%	0%	0%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	74%	72%	67%	71%	71%
Students Below Standard (Did not pass)	26%	28%	33%	29%	29%
<i>* ISTEP+ scores were not reported in leveled categories until 2002-03.</i>					

Grade 6 - Language Arts ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2003 Publisher- CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	September
ST. SIMON SCHOOL SCORES					
Total Percent Passing	96%	100%	96%	93%	71%
% Pass +	34%	36%	24%	N/A	N/A
% Pass	62%	64%	73%	N/A	N/A
Students Below Standard (Did not pass)	4%	0%	3%	7%	29%
Number of Students Tested	76	75	76	75	76
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%	0%	0%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	71%	71%	70%	54%	53%
Students Below Standard (Did not pass)	29%	29%	30%	46%	47%
<i>* ISTEP+ scores were not reported in leveled categories until 2002-03.</i>					

Grade 6 - Math ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2003 Publisher- CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	September
ST. SIMON SCHOOL SCORES					
Total Percent Passing	99%	100%	92%	93%	79%
% Pass +	47%	57%	21%	N/A	N/A
% Pass	51%	43%	71%	N/A	N/A
Students Below Standard (Did not pass)	1%	0%	8%	7%	21%
Number of Students Tested	76	75	76	75	76
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%	0%	0%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	75%	73%	69%	62%	64%
Students Below Standard (Did not pass)	25%	27%	31%	38%	36%
<i>* ISTEP+ scores were not reported in leveled categories until 2002-03.</i>					

Grade 8 - Language Arts ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2003 Publisher- CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	September
ST. SIMON SCHOOL SCORES					
Total Percent Passing	97%	99%	95%	98%	98%
% Pass +	30%	25%	13%	N/A	N/A
% Pass	68%	73%	81%	N/A	N/A
Students Below Standard (Did not pass)	3%	1%	5%	2%	2%
Number of Students Tested	74	75	75	50	56
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%	0%	0%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	69%	66%	65%	69%	69%
Students Below Standard (Did not pass)	31%	34%	35%	31%	31%
<i>* ISTEP+ scores were not reported in leveled categories until 2002-03.</i>					

Grade 8 - Math ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2003 Publisher- CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	September	September	September	September	September
ST. SIMON SCHOOL SCORES					
Total Percent Passing	99%	99%	96%	88%	93%
% Pass +	36%	41%	29%	N/A	N/A
% Pass	63%	57%	67%	N/A	N/A
Students Below Standard (Did not pass)	1%	1%	4%	22%	7%
Number of Students Tested	74	75	75	50	56
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%	0%	0%
STATE SCORES (Average)					
Students At/Above Standard (Passing)	72%	72%	68%	67%	65%
Students Below Standard (Did not pass)	28%	28%	32%	33%	35%
<i>* ISTEP+ scores were not reported in leveled categories until 2002-03.</i>					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

CTBS/Terra Nova has been administered since the fall of 2003 to grades three through eight. Second students took CTBS during fall 2004. Prior to using Terra Nova, the Iowa Tests of Basic Skills was given to non-ISTEP tested grades: second, fourth, fifth and seventh. Data from Iowa Test of Basic Skills is referenced on charts following Terra Nova information. St. Simon voluntarily gave both the Terra Nova and Iowa as additional sources of data. Neither test was mandated from the state of Indiana.

Grade 2 National Norm-Referenced Assessment CTBS Complete Battery- Terra Nova Edition/Publication year 1997 Scores are reported in percentiles		
	CTBS	
Year	2004	
Testing Month	October	
ST. SIMON SCHOOL SCORES		
Reading	83%	
Math	98%	
Number of Students Tested	75	
Percent of Total Students Tested	100%	
Number of Students Alternatively Assessed	0	
Percent of Students Alternatively Assessed	0%	

Grade 3 National Norm-Referenced Assessment CTBS Complete Battery- Terra Nova Edition/Publication year 1997 Scores are reported in percentiles		
	CTBS	CTBS
Year	2004	2003
Testing Month	October	October
ST. SIMON SCHOOL SCORES		
Reading	88%	89%
Math	97%	92%
Number of Students Tested	75	74
Percent of Total Students Tested	100%	97%
Number of Students Alternatively Assessed	0	0
Percent of Students Alternatively Assessed	0%	0%

*Two students were ill during 2003 testing period.
Scores from ISTEP+ were used as achievement data.

Grade 4 National Norm-Referenced Assessment CTBS Complete Battery- Terra Nova Edition/Publication year 1997 Scores are reported in percentiles		
	CTBS	CTBS
Year	2004	2003
Testing Month	October	October
ST. SIMON SCHOOL SCORES		
Reading	81%	78%
Math	91%	85%
Number of Students Tested	77	72
Percent of Total Students Tested	100%	96%
Number of Students Alternatively Assessed	0	3
Percent of Students Alternatively Assessed	0%	4%

*Data from a pilot ISTEP+ test was used for the three students who were ill during the 2003 testing period.

Grade 5 National Norm-Referenced Assessment CTBS Complete Battery- Terra Nova Edition/Publication year 1997 Scores are reported in percentiles		
	CTBS	CTBS
Year	2004	2003
Testing Month	October	October
ST. SIMON SCHOOL SCORES		
Reading	75%	82%
Math	84%	80%
Number of Students Tested	75	73
Percent of Total Students Tested	100%	97%
Number of Students Alternatively Assessed	0	2
Percent of Students Alternatively Assessed	0%	3%

*Data from a pilot ISTEP+ test was used for the three students who were ill during the 2003 testing period.

Grade 6 National Norm-Referenced Assessment CTBS Complete Battery- Terra Nova Edition/Publication year 1997 Scores are reported in percentiles		
	CTBS	CTBS
Year	2004	2003
Testing Month	October	October
ST. SIMON SCHOOL SCORES		
Reading	78%	81%
Math	86%	89%
Number of Students Tested	75	72
Percent of Total Students Tested	100%	96%
Number of Students Alternatively Assessed	0	0
Percent of Students Alternatively Assessed	0%	0%

*Three students were ill during 2003 testing period.
Scores from ISTEP+ were used as achievement data.

Grade 7 National Norm-Referenced Assessment CTBS Complete Battery- Terra Nova Edition/Publication year 1997 Scores are reported in percentiles		
	CTBS	CTBS
Year	2004	2003
Testing Month	October	October
ST. SIMON SCHOOL SCORES		
Reading	85.0%	84%
Math	92%	86%
Number of Students Tested	73	74
Percent of Total Students Tested	100%	99%
Number of Students Alternatively Assessed	0	1
Percent of Students Alternatively Assessed	0%	1%

*Data from a pilot ISTEP+ test was used for the three students who were ill during the 2003 testing period.

Grade 8 National Norm-Referenced Assessment CTBS Complete Battery- Terra Nova Edition/Publication year 1997 Scores are reported in percentiles		
	CTBS	CTBS
Year	2004	2003
Testing Month	October	October
ST. SIMON SCHOOL SCORES		
Reading	82%	85%
Math	85%	87%
Number of Students Tested	73	71
Percent of Total Students Tested	99%	95%
Number of Students Alternatively Assessed	0	0
Percent of Students Alternatively Assessed	0%	0%

*Three students were ill during 2003 testing period.
Scores from ISTEP+ were used as achievement data.

Grade 2 National Norm-Referenced Assessment IOWA Tests of Basic Skills Edition/Publication Year 1996 Scores are reported in percentiles			
	IOWA	IOWA	IOWA
Year	2002	2001	2000
Testing Month	October	October	October
ST. SIMON SCHOOL SCORES			
Reading	86%	80%	79%
Math	80%	74%	80%
Number of Students Tested	77	80	78
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%

Grade 4 National Norm-Referenced Assessment IOWA Tests of Basic Skills Edition/Publication Year 1996 Scores are reported in percentiles			
	IOWA	IOWA	IOWA
Year	2002	2001	2000
Testing Month	October	October	October
ST. SIMON SCHOOL SCORES			
Reading	77%	75%	79%
Math	80%	86%	79%
Number of Students Tested	75	75	78
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%

Grade 5 National Norm-Referenced Assessment IOWA Tests of Basic Skills Edition/Publication Year 1996 Scores are reported in percentiles			
	IOWA	IOWA	IOWA
Year	2002	2001	2000
Testing Month	October	October	October
ST. SIMON SCHOOL SCORES			
Reading	74%	73%	73%
Math	84%	78%	79%
Number of Students Tested	75	75	75
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%

Grade 7 National Norm-Referenced Assessment IOWA Tests of Basic Skills Edition/Publication Year 1996 Scores are reported in percentiles			
	IOWA	IOWA	IOWA
Year	2002	2001	2000
Testing Month	October	October	October
ST. SIMON SCHOOL SCORES			
Reading	81%	77%	76%
Math	82%	75%	79%
Number of Students Tested	69	73	52
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0%	0%	0%